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ABSTRACT

The purpose of Career Education Resource Laboratory (CERL) at Eastern Illinois University is to provide services to the 125 schools in the area and to the Division of Vocational and Technical Education at the University. During Phase 2 of the project the laboratory has presented 20 in-service workshops for area school districts; conducted indoctrination and consultation sessions; developed a directory of resources and services offered by industry, parents, and teachers in a 10-county area of east-central Illinois; distributed a free monthly newsletter; demonstrated the Computerized Vocational Information System; and previewed and evaluated commercial educational materials. Each of these accomplishments is described. More than half of the booklet is made up of appendixes which reproduce workshop handouts, CERL materials, correspondence, and publicity. (PR)

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CAREER EDUCATION RESOURCE LABORATORY

FINAL REPORT PHASE II

Center for Educational Studies
• Service
• Research
• Teacher Education

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CONTRACT NO. RDC-A3-127

MAY 30 1975

FINAL REPORT

Contract No. RDC-A3-127

CERL PROJECT

(Career Education Resource Laboratory Project)

by

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THE CENTER FOR EDUCATIONAL STUDIES
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May 1975

The CERL Project was conducted pursuant to a contract with the Research and Development Unit, Division of Vocational and Technical Education, Board of Vocational Education and Rehabilitation, State of Illinois.

PREFACE

Eastern Illinois University through the Career Education Resource Laboratory has had the opportunity to provide services to several area schools and to the Division of Vocational and Technical Education. Hopefully, the services begun with the financial assistance of DVTE will be continued and expanded. The opportunity to develop effective working relationships with public schools and agencies such as DVTE is treasured by many in the University community. This activity has made possible the coordination of available materials, sharing of resources within school districts, area wide planning, organization, evaluation, and dissemination of career education materials. More important than materials - people have been available to help, to stimulate, to broaden and enrich.

The Career Education Resource Laboratory can serve as an example to other similar mixes of institutions that wish to address this problem. Always under consideration have been the questions: "Is it practical? Is it useful? Can schools afford this activity? Is this stimulating to children? Are school users satisfied?"

The Career Education Resource Laboratory has been funded through a grant with the Research and Development Unit of the Division of Vocational and Technical Education. Dr. Ronald McCage, Dr. Garth Yeager and Mr. John Washburn of the Research and Development Unit staff have been of invaluable service to the project in offering advice and help whenever needed. Mr. John Washburn has served as the project monitor from the research coordinating unit. His willingness to attend special meetings and activities and to give freely of his time and energy to this project is greatly appreciated.

The most important ingredient to the success of any project is strong, effective leadership. Mrs. Carol Sanders has provided that and more. She has been ably assisted by Betty Waltman, project associate; Bob Bunten, project associate; Joyce Spencer, technical assistant; and Sue Long, project assistant. Well done CERL staff!

Charles L. Joley

Charles L. Joley, Director
Occupational Education
Eastern Illinois University

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The individual and cooperative efforts of the entire Career Education Resource Laboratory (CERL) Project staff greatly contributed to the success of the project. The staff was comprised of:

Betty Waltman . . . . . Project Associate
Bob Bunten . . . . . Project Associate
Sue Long . . . . . Project Assistant
Joyce Spencer . . . . . Technical Assistant.

Gratitude is extended to Dr. Harry Merigis, Dean of the School of Education and Dr. Charles Joley, Coordinator of Occupational Education, Center for Educational Studies, who served as the administrative officer for the project. Their support and helpfulness was greatly appreciated.

Thanks goes to Mr. Willis Waltman, Instructional Designer, Audio-Visual Center, who gave valuable technical advice and assistance with production of media.

Many individuals deserve our thanks for implementing the CVIS (Computerized Vocational Information System) demonstration center at Charleston High School. Our thanks goes to Dr. Roland Spaniol, Director of the Computer Service Center, Eastern Illinois University, for providing the necessary computer time. The cooperation of Dr. Howard Smucker, Superintendent of Community Unit 1 Schools; Dr. David Hendrix, Principal; Mr. Wayne Schurter, Assistant Principal; the Guidance Department Staff; and student assistants of Charleston High School was greatly appreciated. Paul Banger, Ron Phillips, and Glen Surbeck of the Computer Service Staff, along with Ric Carr, IMPACT Project intern, donated their time and knowledge to the conversion and implementation of the CVIS system.

We'd like to acknowledge the time, effort, and advice of the following men and women of our Advisory Council:

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Carol Sanders

Carol Sanders
Project Director
Career Education Resource Laboratory

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SUMMARY OF MAJOR PROJECT ACTIVITIES

Through the presentations of twenty in-service workshops by CERL staff members, area school districts received help in developing and expanding career education programs. Participants evaluated the workshops and constant revisions and tailoring to specific needs were incorporated. The constant appeal from participants was for materials.

More than 250 students, teachers, and administrators visited the lab for consultation and preview of materials. Four open house dates were observed whereby superintendents, counselors, librarians, teachers, and advisory council members were given tours and demonstrations of materials. Several university teacher-training classes came for career education indoctrination sessions, also.

The "Yellow Pages of Community Resources," a directory of resources and services offered by industry, parents, and teachers in a ten county area of east-central Illinois, was distributed to each of the 125 schools in the E.I.S.D.C. districts.

"To Be or Not To Be," a monthly newsletter depicting career education news, activities, and sources of free and inexpensive materials was distributed to 500-700 educators each month.

Charleston High School served as a demonstration center for the Computerized Vocational Information System (CVIS). Demonstration times were scheduled twice monthly for personnel from other school districts.

Throughout the year, Friday mornings were devoted to previewing and evaluating commercial materials. Some materials were purchased and a "want list" was compiled for future recommendation and purchase.

GOALS AND OBJECTIVES OF THE PROJECT

1. Through the services of a centralized career education resource laboratory, member school districts of the Eastern Illinois School Development Council will be able to develop or expand career education programs.

2. Through the utilization of accessible community resources and suggested laboratory materials, schools will be able to develop or expand existing career education programs.

3. Through continual development of the CVIS demonstration center, 9-12th grade students will expand their knowledge of occupational and vocational information.

4. Through the involvement of the advisory council and community resources, present community school relationships will be expanded.

ORGANIZATION OF THE PROJECT

Phase I of the CERL Project began September 1, 1973 and ended on June 30, 1974. Phase II began July 1, 1974 and ended June 30, 1975. A fulltime project director with a guidance and counseling and career education background was employed to direct the project. One fulltime faculty assistant with English-Journalism training and newspaper experience was hired during Phase II. Other staff members for both Phase I and Phase II included a half-time faculty assistant with elementary and career education experience, and a half-time faculty assistant with elementary and instructional media training. A civil service person was hired three-fourths time for the computer segment of the project.

In addition to the CERL staff, Eastern Illinois University staff members served as consultants and critics.

The project was housed in the Buzzard Education Building where university faculty and students of education had easy access to the staff and materials.

Both phases of the CERL Project proposals were written to serve the Eastern Illinois School Development Council (E.I.S.D.C.) member schools. This established organization of schools, seeking university cooperation for innovative programs, includes:

CLARK COUNTY
- Casey
- Marshall
- Martinsville
- Westfield

COLES COUNTY
- Charleston
- Mattoon
- Oakland

CUMBERLAND
- Toledo
- Neoga

DOUGLAS
- Arcola
- Arthur
- Newman
- Tuscola
- Villa Grove

EDGAR
- Chrisman
- Kansas

EFFINGHAM
- Altamont
- Beecher City
- Effingham
- Teutopolis

FAYETTE
- Brownstown
- Farina
- St. Elmo
- Vandalia

JASPER
- Newton

MOULTRIE
- Sullivan

SHELBY
- Findlay
- Shelbyville
- Stewardson
- Windsor.

PROCEDURES

In-Service Workshops

Career Education mini-workshops were presented in 14 school districts, in the laboratory itself, and in both undergraduate and graduate level university education classes at Eastern Illinois University.

The following districts of the Eastern Illinois School Development Council hosted in-service sessions: Casey, Marshall, Kansas, Arcola, Tuscola, Villa Grove, Altamont, Newton, Vandalia, Sullivan, Findlay, Charleston, Mattoon, and Oakland (see Chart 2).

A total of 520 teachers, from nine of the ten counties which CERL served, participated in the workshops (see Chart 1). Cumberland County chose not to participate since they had their own state funded Career Demonstration Project with continuous in-service as an integral part.

Presentations were also made to 185 people attending the Coles County Teacher's Institute, the American Vocational Association Convention in New Orleans, the Edgar County Administrators and School Board Members, the Monticello, Illinois elementary teachers, and a graduate Occupational Education class at the University of Illinois.

Both at the graduate and undergraduate level at Eastern Illinois University, 315 students enrolled in education classes attended presentations by various staff members. Other campus presentations included a program entitled "Continuing Education for Women," Career Expo, which attracted university and high school students, and Pi Omega Pi, an honorary business education fraternity.

At Charleston Junior High School, 300 eighth grade students participated in a career seminar presented by the director of CERL.

Each presentation was tailored to the needs of the participants. For teachers and future teachers the format included a general overview of the need for career education; a briefing on happenings locally, state-wide, and nationally; an introduction to career concepts; a preview of available materials; and examples of infusing career concepts into present curricula (see Appendix I).

Two CERL-developed slide-tapes, "What's Goin' On In Career Education" and "Previewing CERL," were shown to assist in the explanation of CERL services to the participating school districts (see Appendix I).

Each participant received a folder with the following hand-outs (see Appendix I):

1. "What's Goin' On In Career Education" script
2. "Previewing CERL" script
3. Career Education Elements and Concepts
4. Subject Matter
5. Parent Involvement
6. How To Get The Most From A Learning Experience Outside Of The Classroom
7. How To Prepare For A Field Trip
8. How Do You Use Your Experience When You Return To The Classroom
9. The Poor Scholar's Soliloquy
10. Infusion Strategy
11. Examples Of Methods
12. Mini-Workshop Evaluation Forms.

The following publications, which are available from the Division of Vocational and Technical Education, Springfield, Illinois, were also distributed to the schools hosting in-service workshops:

1. An Aid for Planning Programs in Career Education
2. Career Education for All Students
3. Elementary Occupational Information Program.

The evaluation forms administered to all in-service participants consistently rated the workshops well organized and highly recommended (see Chart 3).

With regularity the teachers appealed for more materials to be shown and to be available for their use.

The few instances of negativism came from districts where there had been no teacher in-put into planning for the workshop or no prior announcement by the administration that a career workshop was scheduled -- sometimes with a later dismissal time than the normal school day.

Materials

Throughout the year there was a continuous search for good career education materials, both commercial and non-commercial.

All commercial materials under consideration were previewed at one of the staff's weekly preview sessions, evaluated, and purchased or returned (see Appendix III for Instructional Materials Evaluation Instrument).

Those materials which were purchased for the lab were cataloged by accession numbers in the following manner:

1. Kits . . . . . multi-media materials
   Code: KT including filmstrips

2. Books . . . . . hardcovers and softcovers
   Code: B of more than 75 pages

3. Booklets . . . . . softcovers of under 75 pages
   Code: BB excluding what is normally called pamphlets

4. Project Reports . . final reports from government
   Code: PR funded projects

5. Workbooks . . . . . booklets for student use,
   Code: WB consumable

6. Games . . . . . strictly student participatory
   Code: KL materials

7. Catalogs . . . . . college catalogs as well as
   Code: C guides for ordering materials

8. Guides . . . . . books generally published by
   Code: G projects which serve as guides for establishing career education programs

Sample catalog tags and explanation:

KT ------ kit
3 ------ 3rd item under kits
c.1 ----- 1st copy of item
s.2 ----- 2nd set of 2 set kit
p.3 ----- 3rd piece in kit

B ------ book
6 ------ 6th item under books
c.2 ---- 2nd copy

All materials in the lab were arranged by grade level usage. References, guides, bibliographies, and project reports were shelved in one area.

During the first half of the 1974-75 school year, all materials were kept in the lab for open houses and demonstrations. A two-week first come, first served loan system was initiated for E.I.S.D.C. schools throughout the second semester.

A bibliography listing acquired materials, costs, and publishers' addresses was prepared. Presently, an annotated bibliography is being readied for distribution in the fall of 1975.

In addition to having career education bulletin board ideas in the monthly newsletter, sample bulletin board displays were depicted in the University's School of Education building where students and future teachers attend classes.

Yellow Pages of Community Resources

During Phase I of the project, 1973-74, data to be used in a resource guide was gathered from businesses and industries as well as parents in the ten county area encompassing the schools served. This year, Phase II, saw a follow-up to last year's respondents (see Appendix II).

Included in the "Yellow Pages of Community Resources" are the businesses and industries, categorized in five occupational clusters, who volunteered to give talks, demonstrations, field trips, or materials to the schools. There is also a section listing parents who are willing to serve as resource persons or helpers (see Appendix II).

Each of the 125 schools included in the E.I.S.D.C. districts was given one copy to be placed in a readily accessible place for teachers. These guides were hand-delivered to building principals, who were encouraged to enlarge and update the contents.

Monthly Newsletter

To Be or Not To Be was published for the purpose of keeping educators informed of new ideas in career education as well as supplying them with an inexpensive means of implementing career education programs in their schools.

Since CERL was designed to serve 30 school districts in east-central Illinois, the newsletter dealt mainly with career education programs in the area. In this way, area educators were able to exchange ideas with greater ease.

The basic format of the newsletter was as follows:

Front Page	general information area projects special CERL activities state projects
Page 2	introduction to the career education concept of the month K-3 and 4-6 activities "Do You Have . . . ?" column listing of project staff
Page 3	credit line for resources from which ideas for activities were taken 7-9 and 10-12 activities Coming Attractions Bulletin Board Ideas
Page 4	Free Materials cartoons
Inserts	activity sheets

Each month one of 8 career elements was highlighted from the National Standard Career Education Model. A brief explanation of this element was given to establish the overall "theme" of the activities.

Four levels of activities were established: K-3, 4-6, 7-9, and 10-12. These levels follow the four basic stages of career development: awareness, orientation, exploration, and preparation. Using these levels, activities were developed to relate to both the element and the stage involved.

Many of the activities were adaptable for use by other grade levels. With this flexibility teachers were able to reach the slow learner as well as the accelerated student.

Activity sheets were prepared as inserts to the newsletter. These were developed in such a manner that it was possible for a teacher to duplicate the sheets for an entire class. Again, it was possible to use these activity sheets at different levels.

"Do You Have . . . ?" was a column which was developed to inform educators of materials which we at CERL felt were excepticnally prepared. All the materials mentioned were previewed and placed in the lab.

The "Free" column gave addresses to aid educators in obtaining free materials, which were mostly pamphlets from government agencies and professional organizations.

Bulletin board ideas were assembled from area educators and the CERL staff.

The remainder of the newsletter contained interviews and informative articles. Announcements of CERL's services and special events were made each month.

Some minor revisions were made in the format midway through the year after tabulation of evaluations returned by the readers indicated we needed a change.

Between 500-700 issues were mailed each month to educators throughout the state and nation, but mainly to those in the E.I.S.D.C. districts.

CVIS (Computerized Vocational Information System)

CVIS was installed at Charleston High School for students to explore information regarding occupational and educational opportunities. Fifteen students at a time were trained to use the terminal during study hall periods with the help of the guidance department staff and student volunteers.

Charleston High School became a demonstration center for teachers, counselors, and administrators from the surrounding school districts. Every second and fourth Thursday of each month was scheduled for this purpose.

Groups of visitors to the CERL lab who wished to view the CVIS operation did so at a terminal located at Eastern Illinois University Computer Center.

The CVIS script currently includes the following guidance applications:

1. Vocational-Occupational
2. College Planning Branch
3. Eastern Illinois University Branch
4. Community College Branch
5. Apprenticeship Branch
6. Technical and Specialized School Branch
7. Local Jobs Branch.

The following method was used to gather "local resources" for the CVIS script:

A. Local Community Colleges (50 mile radius)
   1. College Charts -- Moravia, New York
   2. College admission offices
B. Local Technical & Trade Schools (50 mile radius)
   1. The Blue Book of Occupational Education, 1971 ed. McMillan Information
   2. Lovejoy's Career and Vocational School Guide
C. Local Apprenticeships (50 mile radius)
   1. Bureau of Apprenticeship & Training -- U.S. Dept of Labor
   2. Bureau of Apprenticeship & Training -- Illinois Dept. of Labor
   3. Bureau of National Affairs
   4. U.S. Dept. of Labor Statistics
   5. Labor's International Union of North America
   6. LEAP Apprenticeship Outreach

D. Local Jobs (Unskilled & Semi-Skilled Opportunities -- City of Charleston)
   1. Through direct contact with business and industry via telephone and Chamber of Commerce

E. Specific Information about Eastern Illinois University
   1. Through the Office of Admissions -- Eastern Illinois University

RECOMMENDATIONS

Superintendents from E.I.S.D.C. districts have requested a continuation of mini-workshops as a follow-up to the initial contact with CERL. They feel there is a need for groups of their teachers to work with CERL staff members to integrate career development concepts and subject matter concepts.

The most repeated request from teachers, counselors, and administrators is for the use of materials. Several superintendents have indicated they would be willing to contribute to purchase of more materials if a dissemination system could be set up for the participating school districts. It was also suggested that one copy of all materials be kept at the lab at all times for display purposes.

After attempting to gather more human resources to update the "Yellow Pages of Community Resources" for the member E.I.S.D.C. districts, the CERL staff suggests that individual districts compile their own community resources file using CERL's format. People are more willing to volunteer their services if contacted by someone they know as indicated by teachers and counselors who gathered their own resources.

Requests for continuation of the monthly newsletter, To Be or Not To Be, have been received from E.I.S.D.C. districts as well as people from outside the ten county area in Illinois, and several other states in the nation. Readers especially like the activities section, bulletin board ideas, and news of on-going projects. Superintendents have indicated they would be willing to cover the subsription costs of the newsletter for their individual attendance centers.

Due to Charleston Community Unit One School District economic difficulties, it is recommended that the CVIS demonstration center be moved to the CERL lab where it will continue to be developed. At the lab, it would serve university faculty and students as well as students, teachers, counselors, and administrators of the E.I.S.D.C. member districts.

CHARTS

1. Workshop Participation i

2. Map Depicting Workshop Locations ii

3. Workshop Evaluation Tabulations iii

CHART #1

NUMBER OF WORKSHOP PARTICIPANTS

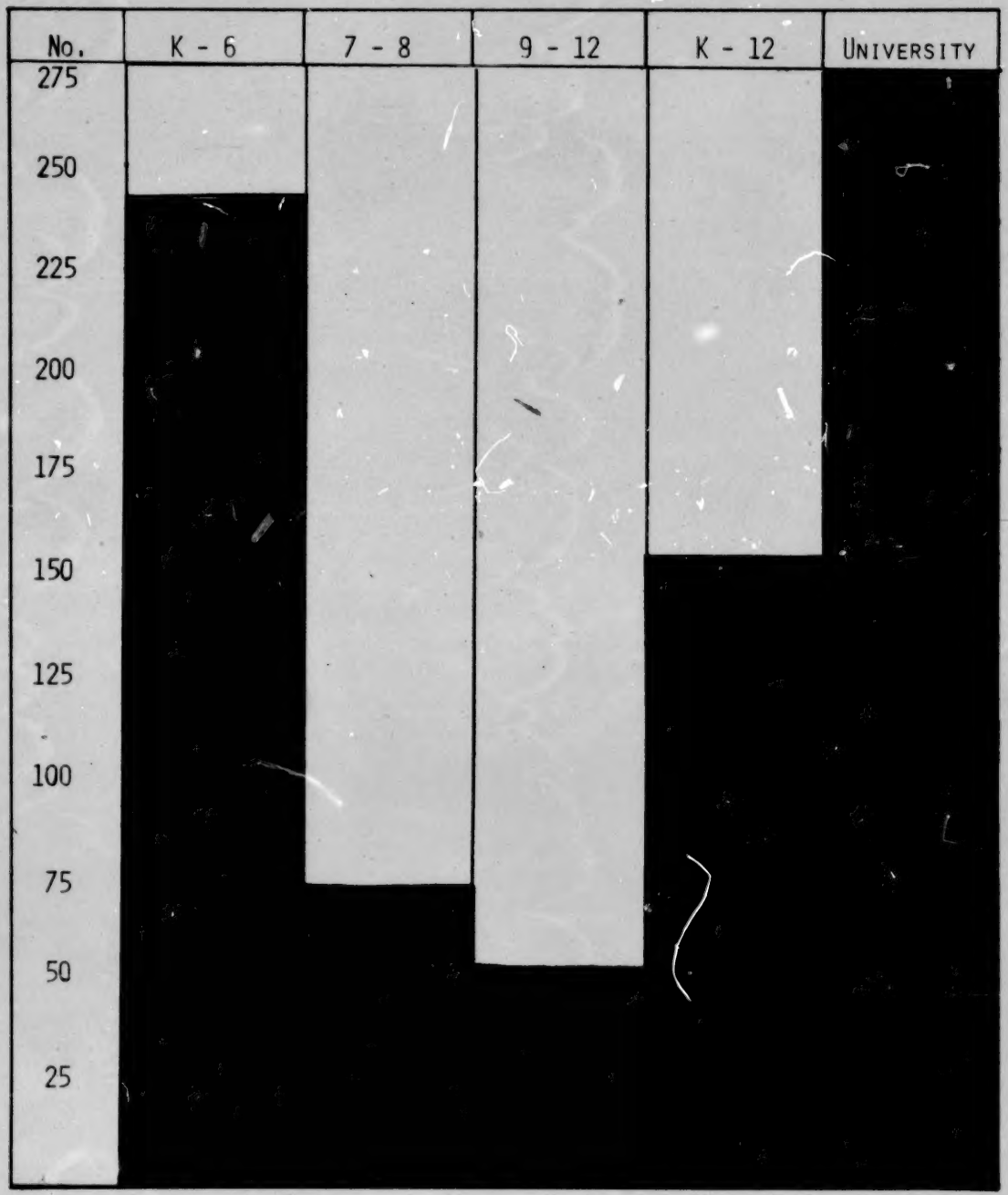

Chart #2

E.I.S.D.C. MEMBER DISTRICTS HOSTING
GRADE LEVEL WORKSHOPS

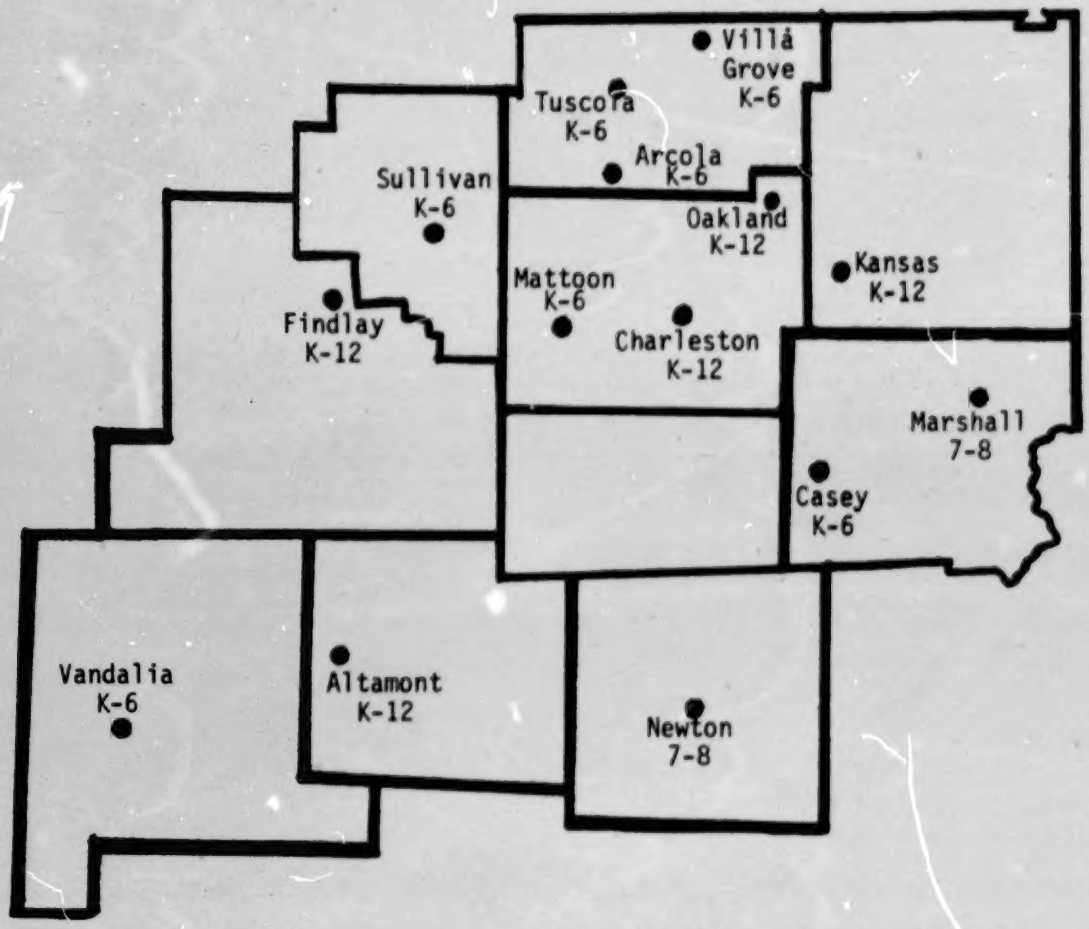

Chart #3

MINI-WORKSHOP EVALUATION FORM

Please rate the workshop by placing an "X" along the following continuums.

How well was the workshop organized?	Well Organized	330	82	12	6	11	Lacked Organization
How applicable to your needs was the workshop content?	Very Applicable	113	134	120	42	14	Unapplicable
How would you recommend this workshop to someone in another school district?	Highly Recommended	182	143	80	16	10	Don't bother to go
How would you rate the instructor?	Excellent	218	162	37	8	2	Poor
How appropriate was the group activity in terms of helping you understand career education?	Very Appropriate	162	162	86	20	11	Inappropriate
To what degree will this workshop experience affect your behavior in your job?	Considerable	62	157	125	38	39	Very Little
How much do you feel you have learned?	More Than Anticipated	101	155	128	38	19	Less Than Anticipated
How much material was presented?	Too Much For Time Available	58	140	199	11	9	Not Enough For The Time Expended
How would you rate the workshop overall?	Excellent	118	185	72	15	6	Unsatisfactory
To what extent do you plan to use the services of CERL as outlined on the slide presentation?	Plan to Use	73	129	128	51	32	Do not Plan to Use

What were the strengths of the workshop?

What were the weaknesses of the workshop?

What should have been included or changed to make the workshop more meaningful to participants?

APPENDIX I

Workshop Handouts

"What's Goin' On In Career Education" Script i

"Previewing CERL" Script iii

Parent Involvement iv

Communicate and Involve the Parents v

How to Get the Most From a Learning Experience Outside of the Classroom vi

How to Prepare for a Field Trip vii

How Do You Use Your Experience When You Return to the Classroom viii

Subject Matter ix

The Poor Scholar's Soliloquy x

Basic Career Education Elements xii

Infusion Strategy xiii

Examples of Methods xiv

WHAT'S GOIN' ON IN CAREER EDUCATION

As Americans have become more sophisticated over the decades, we have given more and more emphasis to formal education and less to job skills. Following World War II, youth were pressured by parents and teachers to attend college if they hoped for any degree of success in life.

But by the mid-sixties, it was discovered on the national level that more than 50% of our youth were not going to college and were leaving high school unprepared for a job.

Since then, the whole area of vocational guidance has been undergoing review because even fewer are now pursuing college educations and are entering the job market.

In a 1974 survey of 2,000 11th grade students in rural east central Illinois, it was found that only 22% are planning to go to a four-year college, while 26% are undecided whether they plan to continue their education or enter the job market.

Schools are presently falling short in preparing individuals for productive roles in our society. Career Education which encompasses academic, general, special, and vocational education is the solution. Career education is a part of the total educational scene, now and forever. It is for all ages and all kinds of people.

Career Education is concerned with assisting the individual in developing a realistic self-concept; decision making skills; and coping behaviors. It is one's progress through life. One's career determines his life style.

Career Education is the combined effort of home, school, and community. Parents can begin by sharing their jobs with their youngsters and by making them aware of the types of jobs held by their neighbors. Kindergarten teachers can expose their students to the community by taking them out into the world of work and by bringing the community into the classroom.

Elementary teachers need to place emphasis on workers rather than on products. For example, on a field trip to a water company, students should be made aware of jobs of all the workers with whom they come in contact -- administrators, planners, water and soil engineers, draftsmen, secretaries, drivers, laborers, and technicians. How many times, though, do teachers fail to direct learning beyond the water system and emphasize the special skills, clothing, training, and personality of the workers?

Without a major revamping of present curricula, career education can be implemented by refocusing the emphasis to the person doing the job and the job itself.

Field trips are a favorite with students and if properly planned and evaluated can be an excellent way of learning about the world of work, the job and person doing the job, the disadvantages as well as the advantages of the job, and the likes and dislikes of the worker.

Through the cooperative effort of teachers and counselors, Career Education provides the junior high student with the knowledge necessary to assess individual needs, interests and abilities as well as the development of the skill or skills needed to achieve his or her goals. It is a time for the student to explore self with regard to specific clusters of occupations.

The curriculum for the physically and mentally handicapped most certainly should evolve around career concepts in order for these students to acquire a realistic self-concept of their interests and abilities.

A summer school program can introduce or augment a career education program, however, to reach all students it needs to be integrated into the regular school year.

Job Fairs and Career Nights are examples of school-community cooperation at both the elementary and junior high school levels.

Senior citizens have a wealth of experience and are excellent resource people because they have an abundance of time to devote to groups of children as well as to individuals.

Illinois, through the Division of Vocational and Technical Education, has a program which utilizes special consultants to assist in developing comprehensive, articulated, sequential career education programs for public schools.

Eastern Illinois University has been involved with projects in career education since 1970. The Career Education Resource Laboratory Project, known as CERL, is located on Eastern's campus in the Buzzard Education Building, room 210. It is designed to assist the 29 school districts of the Eastern Illinois School Development Council.

PREVIEWING CERL

The Career Education Resource Laboratory (CERL) at Eastern Illinois University is available for all students, teachers, counselors, administrators, and parents in the Eastern Illinois School Development Council. Operating within this council, CERL will assist all 29 member school districts in developing, implementing, and expanding career education programs in the K-12 classrooms.

CERL serves K-12 through the "Yellow Pages of Community Resources." K-8 services include the presentation of mini-workshops, monthly newsletters, technical assistance, "hot line" to CERL, and career education materials. The Computerized Vocational Information System (CVIS) demonstration center at Charleston High School serves 9-12th grades.

Mini-workshops are conducted to inform participants of national, state and local career education programs as well as to acquaint participants with resource aids in developing career education programs. Career education concepts and objectives along with career development ideas are stressed to provide a broad base of information to the workshop participants. The workshops are "mini" in length (½ day), but they are "maxi" in bringing together all the elements of career education, beginning with career awareness, advancing through career orientation and exploration, and extending to career preparation and work experience.

CERL has distributed the "Yellow Pages of Community Resources" to each school in the Eastern Illinois School Development Council (E.I.S.D.C.). The Yellow Pages provides the schools with names of businesses and industries that will accept and conduct field trips, give demonstrations, or supply other resources. Parents who are willing to serve as resource people are also listed. The Yellow Pages of Community Resources will be updated by CERL as more community people become interested in sharing their knowledge with future workers.

As a communication system between the E.I.S.D.C. schools, CERL distributes a monthly newsletter. The newsletter contains suggested ideas and activities for use within existing programs; articles about established programs; listings of CERL's newly acquired resources, services, and materials; and notes of interest to the E.I.S.D.C. schools.

The Career Education Resource Laboratory is located in the Buzzard Education Building. The staff invites school personnel, parents, and students to visit the Lab and preview the materials on display. Many materials are available, including curriculum guides, pamphlets, comic books, posters, slides, cassettes, sound filmstrips, games and booklets. Since the Area Film Coop supplies the E.I.S.D.C. schools with films, CERL previews and recommends career education films to them for purchase.

CVIS is another facet of CERL. A demonstration center is located at Charleston High School. Teachers, counselors, administrators, parents, and students are encouraged to see the operation of the CVIS System. Anyone wishing to use the CVIS terminal may make arrangements with the laboratory or request a printout of the desired vocational or educational information.

The CERL hot-line is a means of direct communication with teachers. Anyone desiring help with Career Education units may call the CERL office, phone number (217) 581-5524, and request assistance.

Also, upon request to the CERL office, technical assistance and consultants are available to teachers and counselors to help produce and utilize career education materials and implement career programs.

PARENT INVOLVEMENT*

Many teachers want to better the relationship between home and school. A teacher can use parents as first resources for interviews. Mothers can participate with their children by giving special help in classroom activities and by accompanying them on field trips. If the class bakes bread or makes breakfasts, parents can help supervise and assist the teachers.

Career development activities provide many ways of keeping parents informed about what their children are learning. Children can write letters to parents describing what they have experienced, while bulletin boards and other displays can provide information for parents who visit the classroom. An active parent communication program will increase involvement opportunities and help to bring a wholeness to the educational experience of the child. When home and school work together, more energies are coordinated and there are more opportunities for school "learning" events to have significance and meaning.

The following sample materials may be helpful:

Dear Parents:

Students at our school this year are participating in a new program which aims to better acquaint them with the "working world" of their community.

The basic intent of this project is to make accessible the on-going life activities of workers functioning in our community. With this accessibility, and using a multi-sensory approach, we hope to expand our students' view and understanding of the world of work. We also hope to stimulate new interests which will lead to relevant and significant activities in the classroom.

We hope to be able to visit some of the industries and businesses of our community to see the on-going work activities and to talk with workers. We will attempt to invite workers to visit our classrooms to discuss their occupations and the interrelatedness of our community. We intend to involve our students in interviews and research. We expect much learning content (subject matter) to emerge from our ideas. History, geography, technology, and language are just a few of the areas we can cover naturally and realistically.

We recognize, of course, that our beginning focus point must be as close to our own locality as possible. We believe we can use the parents of many of our students as resource persons. Would you be willing to come to our classrooms to tell about your occupation? to tell about the training required or the special vocabulary used in your profession? to demonstrate the tools or machines used in trade? to tell about the interrelatedness and interdependency of those who work with you?

If so, please let us know how you feel we can work together and we will attempt to make the necessary arrangements. Also, if you desire more information about our project, please contact us.

Sincerely yours,

---

*From: *Introducing Career Education To Teachers, ABLE MODEL PROGRAM, 1972 Northern Illinois University, DeKalb, Illinois 60115*

COMMUNICATE AND INVOLVE THE PARENTS*

SCHOOL _____ GRADE _____ TEACHER _____

Dear Parents:

As a part of our regular instructional program, we would like parents to come to our class and tell the students about their occupations. Our children will benefit by contact with an adult who is contributing to himself and his society. We are sure they will have many important questions to ask.

Please fill our and return this form. You will be contacted to arrange a definite time and date. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

- - - -

HOW TO GET THE MOST FROM A LEARNING EXPERIENCE*
OUTSIDE OF THE CLASSROOM

WHY SHOULD YOU GO ON A FIELD TRIP?

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole.

Field trips can help your group:

1. add to and clarify information by seeing and feeling things you read and talk about.
2. learn to interview workers and observe how people work together.
3. see how adults carry out their responsibilities.
4. correlate skills and other curricular areas with experience in meaningful situations.
5. give children an opportunity to work together outside the classroom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

WHAT KINDS OF FIELD TRIPS BEST SUIT YOUR NEEDS?

A field trip may be:

1. within the school itself to get acquainted with the building, the grounds, and the personnel.
2. in the school neighborhood to sharpen observation of the child's immediate environment.
3. to another school to exchange experiences or to introduce a group to another school situation.
4. outside of his immediate school neighborhood to explore an area of interest in a more distant part of the city or its surrounding area.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads children and their families to explore an area of interest related to a topic of discussion in the classroom. A new interest may develop into a new topic of study for the class.

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*From: *Introducing Career Education to Teachers*, ABLE MODEL PROGRAM, 1972 Northern Illinois University, DeKalb, Illinois 60115*

HOW TO PREPARE FOR A FIELD TRIP*

The following are suggestions of things to do to get ready. Each group will need to work out its own procedures depending upon the needs and interest of the group. However, there are some areas of definite responsibility.

The teacher should be responsible for:

1. guiding the choice of field trip and selecting the time at which the children will profit most by the experiences offered by the trip.
2. investigating the situation, if possible taking the trip in advance, to become familiar with the place to visit, and things to be seen on the way to and from the place to be visited.
3. obtaining permission for the trip from:
   a. the principal before discussing it with the group.
   b. the person in charge of the place to be visited.
   c. the parents of the children.

Much of the field trip experience can be cooperatively planned together. A teacher and class can:

1. list the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions.
2. gather information before the trip using books and audio-visual materials.
3. discuss every detail of the trip
   a. time -- date, hour of departure, time to be spent on the trip.
   b. transportation -- how the group will travel and the safety rules to be observed.
   c. group needs -- social responsibilities of each individual as a member of the group, the organization of the group enroute and while on the trip, the possible need for members of the School Patrol.
   d. person needs -- type of clothing needed, need for lunch, special equipment or tools.

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*From: *Introducing Career Education To Teachers*, ABLE MODEL PROGRAM, 1972
Northern Illinois University, DeKalb, Illinois 60115

HOW DO YOU USE YOUR EXPERIENCE WHEN YOU RETURN TO THE CLASSROOM *

The learning opportunities opened to the group as a result of a field trip are limited only by the group's capacity to learn, the sensitivity of the teacher, and the time available. The teacher and the group should evaluate the trip to:

1. see if questions were answered.
2. decide if the plans they made were satisfactory.
3. note progress of class thinking and discuss energy to be applied to further work.

The group will probably want to do some of the following in order to build effective learning experiences.

1. Gather more information to answer new questions that arose as a result of the new experience.
   a. Review some of the materials used and search for new materials.
   b. Look up related articles in books at school, at home, and at the public library.
2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning visible.
   a. Write thank you letters, letters for additional information, stories, poems, reports, booklets.
   b. Organize reports for the class, for other groups in the school, for parents.
   c. Create songs and dramatic plays.
   d. Make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the children's increased interests. The quality of living in the classroom can be improved if enthusiasm for life-centered activities is real.

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*From: *Introducing Career Education To Teachers*, ABLE MODEL PROGRAM, 1972
Northern Illinois University, DeKalb, Illinois 60115

SUBJECT MATTER *

Some people will suggest that a career development approach doesn't teach enough traditional subject matter. This point of view can be handled by using the skill area worksheets for language arts, science, social studies, and mathematics. Concerned teachers should be helped to realize that career development does not toss aside subject matter. The new approach refocuses content in ways that capitalize on children's interests.

Preliminary findings from our research indicate five common elements weaving through the content of occupations:

A. Occupations have a history. The past, present, and future of the "job" and its "setting" can be interesting as well as informative. This historical view is often quite significant for children to understand the story of mankind's efforts to be human.

B. People and resources are usually located at fixed points. The natural environment within which they are found is usually described and worthy of being communicated, too. When we consider the sources and destinations of talent and resources, aren't we studying geography?

C. Occupations involve communication within the "work station area" and from that specific area to (or with) others who may be clients or customers. Language may be ordinary English, but often special images and other vehicles of expression are used. Terminology is an important aspect of this element. However, let's not draw it out in sterile batches and make it become the one standardized method of evaluating learning activities.

D. Tools and procedures to increase the energy available to do work are exciting content areas for children because they themselves are bursting upon the world with developing powers of their own. The study of technology has great learning power potential. Children love to be involved with the many ways energy can be put to work.

E. Human relationships have traditionally been considered the fourth R. Since the study of occupations focuses attention upon life-centered activities, adult roles have more meaning because the consequences of authentic actions can be seen to have meaning. People are the heart. People are the process. People are the content. The study of occupations is the study of people.

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*From: *Introducing Career Education To Teachers*, ABLE MODEL PROGRAM, 1972 Northern Illinois University, DeKalb, Illinois 60115*

The Poor Scholar's Soliloquy

by

Stephen M. Corey

No, I'm not very good in school. This is my second year in the seventh grade and I'm bigger and taller than the other kids. They like me all right, though, even if I don't say much in the schoolroom, because outside I can tell them how to do things. They tag around after me and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless you can name the book it comes out of. I've got a lot of books in my own room at home -- books like Popular Science, Mechanical Encylopedia, and the Sear's and Ward's catalogues. But I don't very often just sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys something secondhand I look it up in Sear's or Ward's first and tell her if she is getting stung or not. I can use the index in a hurry to find the things I want.

In school though we've got to learn whatever is in the book and I just can't memorize that stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course, I knew some of them like Washington and Jefferson and Lincoln, but there must have been thirty altogether and I never did get them straight. I'm not too sorry though, because the kids that learned the Presidents had to turn right around and learn the Vice Presidents. I'm taking seventh grade over, but our teacher this year isn't so interested in the names of the Presidents. She has us trying to learn the names of all the great American inventors.

I guess I just can't remember names in history. Anyway, this year I've been trying to learn about trucks because my uncle owns three, and he says I can drive one when I'm sixteen. I already know the horse-power and name of forward and backward speeds of twenty-six American trucks, some of the deisels, and I can spot each make a long way off. It's funny how that deisel works. I started to tell my teacher about it last Wednesday in Science, when the pump we were using to make a vacuum in a bell jar got hot, but he said he didn't see what a deisel engine had to do with our experiment on air pressure so I just kept still. The kids seemed interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big deisel down. Boy he knows his stuff.

I'm not very good in Geography either. They call it economic geography this year. We've been studying the imports and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big truck down state about two hundred miles, and we brought almost ten tons of stock to the Chicago market.

He told me where we were going and I had to figure out the highways to take and also the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southeast or some other direction. We made seven stops and drove over five hundred miles round trip. I'm figuring now what his oil cost was -- and also the wear and tear on his truck -- he calls it depreciation -- so we'll know how much we made.

I even write out all the bills and send letters to the farmers about what their pigs and beef cattle brought at the stockyards. I only made three mistakes in seventeen letters last time, my aunt said -- all commas. She's been through high school and reads them over. I wish I could write themes that way. The last theme I had to write on was, "What a Daffodil Thinks of Spring", and I just couldn't get going.

I don't do very well in Arithmetic either. Seems I just can't keep my mind on the problems. We had one the other day like this:

> "If a fifty-seven foot telephone pole falls across a cement highway so that seventeen and three-sixteenths feet extend from one side and fourteen and nine seventeenths feet extends from the other, how wide is the highway?"

That problem seemed like an awfully silly way to get the width of the highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop I didn't get very good grades. All of us kids made a broom holder and a bookend this term, and mine was sloppy. I just couldn't get interested! Mom doesn't use a broom anymore with her new vacuum cleaner, and all the books are in a bookcase which has glass doors. Anyway, I wanted to make an end gate for my uncle's trailer. But the shop teacher said that meant using metal and wood both, and I'd have to learn how to work with wood first. I didn't see why but I kept still and made a tie rack at school and the tail gate after school at my uncle's garage. He said it saved him ten dollars!

Civics is hard for me too. I've been staying after school trying to learn the "Articles of Confederation" for almost a week because the teacher said we couldn't be good citizens unless we did. I really tried, because I want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the north end of town have been cleaning up the old lot across from Taylor's Machine Shop to make a playground out of it for the little kids from the Methodist Home. I made a jungle gym from old pipe and the guys made me Grand Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm sixteen and I'm sort of anxious to because there are a lot of things I want to learn how to do, and, as my uncle says, I'm not getting any younger.

BASIC CAREER EDUCATION ELEMENTS

Career Awareness
Knowledge of the Total Spectrum of Careers

Self-Awareness
Knowledge of the Components that Make Up Self

Appreciations, Attitudes
Life Roles -- Feeling Toward Self and Others in Respect to Society and Economics

Decision-Making Skills
Applying Information to Rational Processes to Reach Decisions

Economic Awareness
Perception of Process in Production, Distribution, and Consumption

Skill Awareness and Beginning Competence
Skills -- Ways in Which Man Extends His Behavior

Employability Skills
Social and Communication Skills Appropriate to Career Placement

Educational Awareness
Perception of Relationship between Education and Life Roles

CAREER EDUCATION CONCEPTS

People have many kinds of careers.

Every occupation contributes to society.

Every individual can have a meaningful and rewarding career.

Careers require different knowledge, abilities, attitudes.

Every person is an individual, with different abilities, interests, needs, and values.

A person's best career direction develops over a long period of time.

Every individual develops a personal "style," which he can fulfill in a career with a similar "style."

People pursue careers for many reasons.

A person may be suited for several different careers.

Careers can be grouped in various ways into "families," requiring similar abilities and providing similar rewards.

Career preparation must follow a plan.

Every career requires some special preparation.

The choice of a career usually involves a compromise between greater and lesser needs.

Work experience facilitates career decision-making.

People change, and sometimes change careers, as they go through life.

Changes and conditions in the world affect careers.

People must adapt as the world changes.

Different occupations are interrelated in many ways.

Any career area has different levels of responsibility.

A person's relationships with other people, with his employer, and with society affect his own career as well as the careers of others.

A worker must understand, not only his job, but also his employer's rules, regulations, policies, and procedures.

The above concepts can be integrated in all grade levels and the following subject matter:

mathematics	language arts	dance and drama	art and handicrafts	science
home skills	office skills	social studies	physical education	music

INFUSION STRATEGY

Grade Level:

Subject Area:

Subject Matter Focus:

Career Element:

Career Concept:

Suggested Activities:

Suggested Resources: (Human and/or Material)

EXAMPLES OF METHODS

Method:	Examples:
Composition:	Short Stories Themes Poems Questionnaires Puzzles Job Application Play Writing Letter Writing Forms
Speech:	Interview Public Speaking Debate Panel Discussion Radio Broadcasting Group Discussion
Art:	Collage Murals Models Bulletin Boards Sculptures Brochures Photography Posters Cartoons
Drama:	Pantomime Role Playing Charades Puppetry Dance Play Production Oral Interpretation Body Movement Demonstrations
Manipulation:	Puzzles Games Simulation Tools Assembly Line
Music:	Instrumental Vocal Composition Recording Reproducing Sounds Factory Sounds Feelings Rhythm

APPENDIX II

"Yellow Pages of Community Resources" Format i

Cover Letter iii

Talks and Demonstrations Form iv

Field Trip and Interview Form v

Materials Form vi

Yellow Pages of Community Resources

INTRODUCTION

To operate a career education program effectively, community resource personnel must be incorporated into daily classroom experiences. Children learn so much from people who have actually "been there." To talk to a person about his job, see the equipment he uses in that job, and to view the actual work processes helps a child learn about the feelings and attitudes that develop from particular occupations -- much more than even the most colorful and interesting text.

"Seeing is believing." And this is the theory we follow here at the Career Education Resource Laboraotry. This is why we have compiled the "Yellow Pages of Community Resources." We've contacted community people who are willing to give their time to present talks and demonstrations, arrange filed trips and on-the-job interviews, and donate materials to the schools.

This directory is only a start. The rest lies on your shoulders -- the teachers, counselors, and administrators who work with the students daily. On the following pages you will find some tips on how to use this guide, forms to help you in contacting these people, evaluations, and much more.

TIPS ON USING THE YELLOW PAGES OF COMMUNITY RESOURCES

The resources we at CERL have collected have been broken down into the five occupational clusters recognized by the State of Illinois. Within each cluster, the resources have been arranged according to city and then alphabetically by business or industry.

The people involved with these businesses and industries have volunteered to give part of their working day to the schools. In forms that were returned to CERL, these people defined exactly what they are willing to give and what they expect of the schools. Most of the information you will need is included and if you need more, the person to contact is listed.

On the back of each resource page is space for an evaluation. Since CERL will constantly update the "Yellow Pages," evaluations are essential. If you find an exceptionally good resource, please let us know so we can pass it on. We would also like to know if any should be excluded.

The parent section is compiled of volunteers from your county and arranged by districts. A list of the resources each parent has volunteered follows his/her name. When using the parent section, please remember these are only parents of the fourth, eighth, and eleventh grade students of the 1973-74 school year. By using parents from within your own classroom, the enthusiasm of the parents and children alike will probably be much greater. If you would like to conduct a survey of the parents in your classroom, CERL will be glad to supply you with a copy of the survey we used.

All of the parents who volunteered do not feel they are capable of giving talks and demonstrations. But they can supervise or arrange field trips. And as any good teacher knows, these people are invaluable!

Above all, use the "Yellow Pages of Community Resources." That's its purpose. If you have any questions or need any help, please contact us at CERL. We're here to help!

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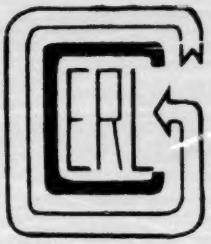
Tips on Usage

Business & Industry Section
- Agriculture & Biological Oriented I
- Business, Marketing, & Management Oriented II
- Health Oriented III
- Industrial Oriented IV
- Personal & Public Services Oriented V

Parent Section

Appendix
- Interviewing Guidelines
- Resource People Guidelines
- Field Trip Guidelines

WE NEED YOU!



WHAT?

In a time when the young people of today are mixed-up about what lies ahead of them, **YOU** can help. By donating just a little of your time, skills, or knowledge to the schools, **YOU** can aid in creating a world of more satisfied human beings.

WHERE?

The Career Education Resource Laboratory (CERL) at Eastern Illinois University is a state funded project to develop and coordinate career education programs for a 10 county area of eastern Illinois. In an effort to coordinate school, home, and the community towards helping school children realize job opportunities, CERL has compiled the "Yellow Pages of Community Resources." In it are listings of business, industry, and individuals who have already volunteered their time and services towards helping youngsters become acquainted with the world of work.

WHEN?

N O W ! ! ! There's no better time to start shaping a better world for us all.

HOW?

Simply fill out the enclosed forms. Schools need any and all the **EXPERT** help they can get. Return forms to:

Career Education Resource Laboratory
Buzzard Education Building
Eastern Illinois University
Charleston, Illinois 61920

ATTENTION: Sue Long

WHY WAIT UNTIL TOMORROW?

WE NEED YOU TODAY!!

FOR MORE INFORMATION CALL: (217) 581-5524 or write to the above address.

CAREER EDUCATION RESOURCE LABORATORY

Name of Business _____

Address _____ Phone _____

Person to Contact _____ Title _____

Type of Resource: _____ Talk _____ Demonstration

Subject _____ Length _____

1. When is the best time for you to visit? _____

2. Do you have any special displays or materials you can bring with you? _____

   What? _____

3. CERL is serving grades K-12. Is there any age group you would not be willing to speak to? _____ If so, what? _____

4. How far would you be willing to travel? (We serve 10 counties.) _____

   _____

5. What other experiences have you had with children? _____

   _____

6. What can the Career Education Resource Laboratory or the schools do for you?

   _____

   _____

YOUR COMMENTS:

. . Office Use Only . . . . . .

___Applied Biological & Ag ___Business, Marketing, & Management ___Health

___Industrial Oriented ___Personal & Public Service

CAREER EDUCATION RESOURCE LABORATORY

Name of Business _____

Address _____ Phone _____

Person to Contact _____ Title _____

Type of Resource: _____ field trip _____ on-the-job interviews
subject _____ types of jobs _____
length _____ _____
_____

1. CERL is serving grades K-12. Is there any age group for which this field trip or on-the-job interview would be inappropriate? _____ If so, what? _____
2. When is the best time to visit your company? _____
3. How many students can be accommodated at one time? _____
4. Is there any cost involved? _____ If so, what? _____
5. Are there facilities for meals? _____
6. Is there ample parking for a bus? _____ cars? _____
7. What can be seen, heard, tasted, felt, etc. that you feel is unique to your business?

   _____ _____
8. Would someone be able to come to the school to introduce the students to the tour prior to the trip? _____
9. Do you have any special exhibits, films, tapes, etc. that you feel would be of interest to the students? _____ If so, what? _____
10. Give a brief description of the tour. _____

    _____

    _____
11. Will a guide be provided? _____
12. What safety precautions need to be observed during the visit? _____

    _____

    _____
13. What would you like the teacher to do to prepare the students for the trip to your plant or business? _____

    _____ _____
14. What can the Career Education Resource Laboratory or the schools do for you?

    _____

    _____

    _____

YOUR COMMENTS:

. . . . . .

Office Use Only

___ Applied Biological & Ag ___ Business, Marketing, & Management ___ Health

___ Industrial Oriented ___ Personal & Public Service

CAREER EDUCATION RESOURCE LABORATORY

Name of Business _____

Address _____ Phone _____

Person to Contact _____ Title _____

Type of Resource:

___ films ___ pamphlets

___ slides ___ posters

___ pictures ___ product samples and/or tools

___ books ___ other _____

The available material is enclosed for use in the Career Education Resource Laboratory.

_____ yes _____ no

Will individual schools be able to obtain these same materials from you? _____

_____

The following material is not as yet available, but it will be sent to the Career Education Resource Laboratory when developed:

_____ films _____ pamphlets

_____ slides _____ posters

_____ pictures _____ product samples and/or tools

_____ books _____ other _____

What can the Career Education Resource Laboratory or the schools do for you? _____

_____

_____

YOUR COMMENTS:

. . . . . .

Office Use Only

___ Applied Biological & Ag ___ Business, Marketing, & Management ___ Health

___ Industrial Oriented ___ Personal & Public Service

APPENDIX III

Come Look Us Over Flyer i

Instructional Materials Evaluation Instrument ii

Follow-Up Letter iii

Donation and Display Flyer iv

Free Materials Form Letter v

Come Look Us Over !

WHO? PRINCIPALS (Please invite your counselors & librarians, too).

WHAT? CERL OPEN HOUSE (Career Education Resoruce Lab)

WHEN? Friday, November 8, 1974 --- 9:00 - 4:00

WHERE? EIU Buzzard Education Building
2nd Floor - Room 210
(formerly Lab School Library)

WHY? To help you become familiar with CERL's services and materials.

LAB WILL BE OPEN ALL DAY FOR BROWSING

SLIDE-TAPE PRESENTATIONS and CVIS DEMONSTRATIONS
(choose a.m. or p.m. session)

Slide-tape presentations	10:00 a.m. or 3:00 p.m.	Buzzard Education Building Room 104
CVIS demonstrations	11:00 a.m. or 2:00 p.m.	Student Services Building Room 16

PARKING -- LOT D
9th Street
East of Building

PLEASE TEAR AND RETURN TO: CERL Project -- Buzzard Education Building
Eastern Illinois University -- Charleston, IL 61920

Planning to attend:

___ Number of Administrators
___ Number of Counselors
___ Number of Librarians

Check one:

___ A.M. Presentations
___ P.M. Presentations

PLEASE RETURN BY NOVEMBER 4!!

INSTRUCTIONAL MATERIALS EVALUATION INSTRUMENT
Career Education Resource Laboratory
Buzzard Education Building
Eastern Illinois University

Title: _____ Date: _____

_____ Cost: _____

Publisher: _____

Author: _____

Grade Level: K 1 2 3 4 5 6 7 8 9 10 11 12

I. Packaging

A. Books

____Text
____Recreational

B. Audio-Visual

____Film
____Filmstrip
____Sound Filmstrip
____Film Loop
____Tape
____Record
____Multi-Media
____Other _____
_____

II. Subject Matter

____Language Arts
____Social Studies
____Mathematics
____Science
____Other

III. Job Clusters

____Agri-business and Natural Resources
____Business and Office
____Communications and Media
____Construction
____Consumer & Homemaking
____Environmental Control
____Fine Arts & Humanities
____Health
____Hospitality & Recreation
____Manufacturing
____Marine Science
____Marketing & Distribution
____Personal Services
____Public Services
____Transportation

IV. Evidence of Stereotyping

____American Indians
____Blacks
____Chicanos
____Chinese
____Men
____Women
____Other

	Yes	No
1. Materials contain career development concepts related to:		
a. Attitudes and Appreciations	____	____
b. Career Information	____	____
c. Coping Behaviors	____	____
d. Decision Making	____	____
e. Lifestyle	____	____
f. Self-Development	____	____
2. Materials represent a balance between subject matter concepts and career development concepts.	____	____
3. Objectives are measurable.	____	____
4. Materials contain cognitive learning experiences.	____	____
5. Materials contain affective learning experiences.	____	____
6. Materials contain psychomotor learning experiences.	____	____
7. Materials are relevant to the world of work.	____	____
8. Materials are feasible for use in the classroom.	____	____
9. Resource materials are listed.	____	____
10. Evaluation techniques are presented.	____	____

OVERALL USABILITY: Recommendations

CAREER EDUCATION RESOURCE LABORATORY

Buzzard Education Building Eastern Illinois University
Charleston, Illinois 61920
(217) 581-5524

Dear Sir:

Thank you for the opportunity to preview _____ _____. We are now returning your material to you.

The following action will be taken concerning this preview material:

_____ Consideration for possible purchase will be given at a later time.

_____ Material will be used on a rental basis from the distributor or other appropriate source.

_____ Material not suitable for the needs of the Career Education Resource Laboratory due to the following reasons:

___ Content _____

___ Dated _____

___ Technical quality _____

___ Inappropriate for grade level _____

___ Other _____

Thank you for your cooperation.

Cordially,

Joyce Spencer

Joyce Spencer
Technical Assistant
Career Education Resource Lab.

CAREER EDUCATION RESOURCE LAB

Wouldn't it be nice to see <u>your</u> materials here?

The Career Education Resource Laboratory (CERL) at Eastern Illinois University is designed to serve 29 school districts in a 10 county area of east central Illinois. *(There's a total of 125 schools.)* CERL serves as a display center *(as well as limited dissemination)* for these 125 schools.

It is our hope that once school personnel see these materials and get a small "taste" of what is available, they will purchase materials for their own buildings.

CERL is constantly looking for new materials on career education for the lab. It is our policy, however, that one copy of everything we have stays in the lab at all times. With budgets being cut back, it is becoming impossible to purchase the duplicate copies needed to make dissemination possible.

SO CERL HAS COME UP WITH A SOLUTION ! ! ! ! (or an offer, anyway)

If your company will donate one game, kit, book, etc. of our choice to the lab, CERL will purchase a duplicate copy. That way we will always have your materials for visitors to examine as well as for the schools to experiment with.

Sound good to you? It does to us ! ! !

If you are interested, have your sales representative stop by the lab to show us what you have. There will always be someone here to talk with you. Our hours are 8 - 5 Monday through Friday.

WE'LL BE LOOKING FOR YOU ! !

Our address is: *Career Education Resource Laboratory*
Buzzard Education Building, Room 210
Eastern Illinois University
Charleston, Illinois 61920

Carol Sanders -- Project Director

CAREER EDUCATION RESOURCE LABORATORY

Buzzard Education Building Eastern Illinois University

Charleston, Illinois 61920

(217) 581-5524

Dear Friend:

As a lab set up for the purpose of furthering career education, CERL is collecting materials on all types of careers. There are over 100 schools in our ten county service region.

Any information, brochures, or pamphlets you have available are in great demand. Multiple copies for the students to take home would be terrific!

Thank you very much!

Sincerely,

Sue Long

Sue Long
Project Assistant
CERL

APPENDIX III

Correspondence

Newsletter Comments

Carol:

The newsletter you publish would be very helpful to me as a resource. I am a part-time vocational counselor, plus coordinator of two coop. work progams. The letter has some good material. If possible I would like to be placed on your mailing list. Thanks!

Community Unit School District Number Two
Truly,
Rex E. Orr
Voc. Counselor
High School

Gentlemen:

Would you please place us on your mailing list for copies of "To Be or Not To Be".

Thank you very much.

Yankee Ridge Library
Anderson and Mumford
Urbana, Illinois
61801

Sincerely

Dorothy V. Shelley
Librarian

DVS/lw

Dear Ms. Sanders:

I became acquainted with the CERL publication "To Be Or Not To Be" at the AVA convention in New Orleans last December. Since then, I have been on your mailing list and sincerely appreciate the service. Thank you.

I really like the new format for the Number 6 issue. This will be real easy for teachers to sort out information they desire.

I am writing to find out if there are any copyright restrictions as far as inserts and news items of general nature that could be used by teachers in Oreg n. Please advise. I am also interested to know if this publication will continue next year and the number of issues you plan.

Thank you again for including me on your mailing ... I think this is a neat service for your ta...

Clackamas County Intermediate Education District
MARYLHURST CAMPUS · MARYLHURST OREGON 97036 · PHONE (503) 635-4341

Alvin K. Pfahl, Director
Career Education

AKP:mak

Dear Sirs:

I have just seen a copy of ... and am very favorably impressed ... most appropriate for teachers wh... cation programs. Congratulations ...

Would it be possible to include ...

I am currently teaching a gradua... to Elementary Education Majors and ... valuable supplemental material.

Please notify me if there is any ch... rn mail.

Very ...

STATE UNIVERSI...

Leonard J. Po...
Professor, Ed...

Dear Sirs.

Please ... on your mailin... "To Be or Not To B...

Mrs. Beverly ...
Tri-City Elem...
Buffalo, Ill...
62515

Thank You...
Mrs. Beverly ...

D[illegible] Carol,

I want to take this opportunity to thank you for the fine presentation at New Orleans. The program "Career Resource Centers- Alternative Approaches" was well done and suggested many ideas.

Our career effort, Project CETE, is in its second year and we think it is very successful. In connection with CETE, I would like to request material that you mentioned.

The Yellow Pages of Community Resources

I know that there is a cost for the material and if possible include an invoice to me and I will return a check. If not handy in a manner suitable to your records.

I am looking anxiously to hear fom you and to share some your ideas with our staff. Your To Be or Not To Be is "super" Please place our mailing list.

Sincerely,

Project CETE

Hazelwood West Jr. High School
6249 Howdershell Road
Hazelwood, Missouri 63042

Dwight N. Hart

To Whom It May Concern:

At a recent workshop on career education I saw the publication To Be or Not To Be. I was advised I could receive same by requesting my name be put on the mailing list. I would appreciate this very much. My full address is:

Mrs. LaElla A. Meyer
Tri-City Elementary
Buffalo, Illinois 62

CAREER EDUCATION THROUGH MULTI-EXPERIENCE CENTERS

320 Maine • Quincy, Illinois 62301 • 217/224-3770

Dear Sue and Joyce,

I just received my copy of To Be or Not To Be, and found it exceptionally well done. You are to be congratulated on the publicat[illegible] What really strikes me is the practicality and everyday relevance it has[illegible] to the classroom. If you have additional copies we would certainly make use of t[illegible]em. In fact, our project would be more than willing to pay a subscription rate.

Thanks for placing us on your mailing list. Keep up the good work.

Sincerely,

Joe Bocke
Project Director

Dear Miss Long:

Thank you for your prompt response to my request. do not have a career education newsletter to exchange.

If the format of To Be or Not To Be remains like (#6), I would be interested in using it as a newsl[illegible] content of pages 2, 3, 4 and the inserts would limited to locale. To be effective in Cla[illegible] I'd only have to put our local and sta[illegible] insert in the heading at the top in[illegible] edition. We have composer and [illegible] as to not detract from the [illegible] for all (except front p[illegible]

Clackamas County Intermediate Education
MARYLHURST CAMPUS · MARYLHURST, OREGON 97036 · PHONE (503) e[illegible]

Is this a [illegible] obligations [illegible] aforemen[illegible]

Sincerely yours,

Alvin K. Pfahl, Director
Career Education

Dear Ms. Long:

Thank you for your letter of November 8th in which you request permission to use the Popeye pictures from our Career Awareness Bingo game.

You and Joyce Spencer are to be congratulated on you "To Be or Not to Be" newsletter. We think it's wel done and grant you permission to use the Popeye pi for your tic-tac-toe game. In return, we would l be listed in your newsletter. Attached are broch explaining the entire program and a price list o component parts. We, of course, would apprecia receiving a copy of that issue.

If you have any questions regarding our Caree Program, please don't hesitate to contact us

King Features
235 EAST 45TH STREET, NEW YORK, N.

Camil
Educa
Spec

Letters

Dear Mrs. Sanders:

The 8th grade Language Arts - Social Stuides teachers and I wish to express our appreciation to you for talking with our students as a part of our career education unit. We felt that your speech was well done and that it was very helpful and informative. Again - thank you for giving of your time and talent to our students.

Sincerely,

Mrs. Eleanor McCabe
Counselor

EASTERN ILLINOIS UNIVERSITY
INTERDEPARTMENTAL COMMUNICATION

ltman
Presentation

Date 3/19/75
From John North

nt to thank you very much for a terrific presentation to class last evening. Not only did they gain much valuable , but they were also made awaresof their responsibility ea.

Dear Mrs. Sanders and Mrs. Waltman,

On behalf of the teachers of Lincoln, Rardin, Mark Twain and Ashmore Schools. I would like to thank you for a most interesting program presented at Ashmore last Tuesday. I'm sure that most of the teachers were not aware that C E R L had such a variety and wealth of material available for their use.

Once again, thanks. We certainly appreciated your program.

Sincerely yours,

Donald L. Schaeter, Princ
Mark Twain and Ashmore Sc

M E M O

To: Ms. Carol Sanders
From: Carl Sexton, Chairman of OTE Committee

Just a note to express an appreciation for make the noon luncheon presentation to staff members. These meetings were to allow interested members to opportunity to become more familiar with your project. For those in attendance, I believe this objective was achieved.

Thank you, again.

Carl N. Sexton

ar Ms. Sanders:

On behalf of Community Unit #301 I should like to express our gratitude to you and your staff for providing such a fine presentation to the elementary teachers yesterday. Your explanation of the unlimited potential of the career awareness program corroborted my own explantion to the group on numerous occasions and gave the added stimulation of an expert's viewpoint.

As we slowly implement the program into our existing curriculum, we are sure to experience "hangups"; your offer to come to our rescue was a most welcome one.

Very truly yours,

Kay W. Boyer
Vocational Director

To Sue Long
Subject Career Presentation

Date 3/19/75
From John North

Sue, I appreciated your presentation to my EDP 5500 class today. Even though some of the people were aware of the program, I am certain they all gained. Certainly all teachers have a responsibility in this important area of education.

Dear Sirs;

I am a graduate student at Norteastern University in Boston, Mass. In order to receive my Masters Degree in Career Guidance and Counseling, I am presently doing my practicum at the Maimonides School, a private Jewish day school.

Realizing that you specialize in the area of Career Information, I felt I should write and inquire as to whether you could send me a sampling of publications you may have in this vital area. Your assistance would be greatly appreciated.

Hoping to hear from you in the

שיבת ציון

maimonides school

PHILBRICK ROAD BROOKLINE, MASSACHUSETTS 02146

Sincerely,

Rabbi Menachem Gopin
Maimonides School

Dear Sir,

As a seventh and eighth grade teacher I am working to set up a unit on career awareness. Please send me any free information, on careers in general or specific careers, that you can. Also, I would be interested in a list or catalog of inexpensive items.

Thank you for any help you can give me in setting unit on career awareness.

Sincerely,

Dan Russell

Dan Russell, Teacher

TUSCOLA COMMUNITY UNIT SCHOOL DISTRICT NO. 301 TUSCOLA, ILLINOIS 61953

As you requested, I sent the slide-tapes back with Dr. Grado on Wednesday night.

All the materials you sent were a great help in preparing my presentation. I appreciate the time you took to send them to me.

My presentation went well; all seemed interested. Someone even commented on the good music on the tapes.

Again, thanks for your help.

Sincerely,

Jeanne Balcer

Jeanne Balcer

1006 Gordon Place
Effingham, Illinois

... and more letters!

APPENDIX IV

Publicity

CAREER EDUCATION RESOURCE LABORATORY

EIU Awarded $59,000 Grant

CHARLESTON—Eastern Illinois University has been awarded a $59,000 grant from the Research and Development Unit of the Division of Vocational and Technical Education, State of Illinois, to implement the Career Education Resource Laboratory Project developed this past year.

The Career Education Resource Laboratory is a School of Education project that serves 29 school districts in the following 10 counties: Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Fayette, Jasper, Moultrie and Shelby. School districts served by the Laboratory are all members of the Eastern Illinois School Development Council.

Services will include mini-workshops in career education, a Yellow Page Community Resources, a monthly newsletter, consultants and technical assistance, a display of resources and materials, a demonstration center for the Computerized Vocational Information System at Charleston High School, and a "hot-line" from area schools to the Career Education Resource Laboratory.

The project is directed by Carol Sanders. Other staff emmbers include Betty Waltman, Robert Bunten, Sue Long and Joyce Spencer. Dr. Charles Joley, Coordinator of Occupation Education, will monitor the project.

The Laboratory will be housed in the area formerly the library of the Buzzard Laboratory School.

Vocational Center Opens at EIU

CHARLESTON—A Career Education Resource Laboratory (CERL) has begun operations at Eastern Illinois University.

The laboratory is located in Room 210 of the Buzzard Building (formerly the Laboratory School). Many materials are available, including curriculum guides, pamphlets, comic books, posters, slides, cassettes, sound filmstrips, games and booklets.

In addition, technical assistance and consultants are available for teachers and counselors to help produce and utilize career education materials.

The program operates under the auspices of the Eastern Illinois School Development Council to assist 29 member school districts with vocational projects in grades K-12. The center is open daily from 8 a.m. to 5 p.m. to students, teachers, counselors, administrators and parents.

Services for grades K-8 include the presentation of min-workshops, monthly newsletters, technical assistance, a "hot line" and career education materials. Grades 9-12 are served by a Computerized Vocational Information System demonstration center located at Charleston High School. Persons wishing to use the computer terminal may make arrangements with the laboratory or request a printout of the desired vocational [illegible].

Mini-workshops will be conducted to acquaint participants with national, state and local vocational programs and introduce available resource aids. The laboratory is distributing a "Yellow Pages of Community Resources" to each participating school containing information about businesses and industries willing to help with local programs.

As a means of direct communication with teachers, CERL has established a hot line for requesting help with local units (phone 217-581-5524).

The laboratory is staffed by Carol Sanders, project director; Betty Naltman, project associate; Bob Bunten, project associate; Sue Long, project assistant; and Joyce Spencer, audiovisual technical assistant.

Computerized Vocational System Set Up at Charleston High School

CHARLESTON—A new computerized vocational information guidance system has been installed at Charleston High School.

The Career Education Resource Laboratory (CERL) project, located at Eastern Illinois University, set up the CVIS (Computerized Vocational Information System) at the school.

The system is a computer-based guidance system. It is used to provide students with accurate date relating to occupations and educational opportunities.

Students interact with the computer by means of an on-line display terminal. This device displays messages on a screen to which the student can respond by entering information on a keyboard.

This "conversation" is carried on by the transmission of data over telephone lines from the terminal at Charleston High School to the computer at Eastern Illinois University.

The student may receive a copy of any message that appears on the screen or of data stored in the computer by use of an auxiliary printer located beside the terminal.

This CIVS script currently includes the following guidance applications: Vocational-Occupational; College Planning Branch; Eastern Illinois University Branch; Community College Branch; Apprenticeship Branch; Technical and Specialized School Branch; and Local Jobs.

The vocational exploration package is used to unify the information about educational opportunities, course selection and entry jobs. The program is designed to allow students to explore and receive information about occupations.

The College Planning Branch has [illegible] systems. The first [illegible] allows the student to [illegible] the answers to questions relating to college information as: entrance requirements, total college costs and college degrees.

The second subsystem allows a student to select a list of colleges for further consideration. Information on 1,510 four-year colleges can be explored.

The third phase of the college planning program allows the student to enter the code number of a specific college and then receive three displays of information: majors offered, admission requirements, and general information such as cost, size and location. The data file is updated yearly.

The Eastern Illinois University Branch allows the student to explore information pertaining specifically to Eastern.

Information was gathered from a 50-mile radius of Charleston for the scripts of the Community College Branch, the Apprenticeship Branch and the Technical and Specialized School Branch.

Information on local job opportunities requiring no or little on-the-job training was gathered from the City of Charleston for the Local Job Branch.

The CERL project is funded through a grant from the Illinois Division of Vocational and Technical Education.

The project is monitored by Dr. Charles Joley, coordinator of Field Services, Center for Educational Studies, School of Education, Eastern Illinois University.

The project is directed by Carol Sanders and assisted by staff members Bob Bunten, Betty Waltman, Sue Long, and Joyce Spencer.

EIU Laboratory Provides Guidance on Careers

Charleston

The Career Education Resource Laboratory (CERL) at Eastern Illinois University recently opened to help schools guide a student's education toward a career.

CERL serves 29 school districts belonging to the Eastern Illinois School Development Council (EISDC). This includes some of the school districts in the counties of Clark, Coles, Cumberland, Douglas, Effingham, Edgar, Fayette, Shelby, Moultrie and Jasper.

Although CERL just opened its doors to serve the systems in July, the p[illegible] been under way [illegible] two years.

"We spent [illegible] doing a feasibility stu[illegible] and Carol Sanders, project director. "Through our survey we found an overall 82 per cent need shown for a Career Education Resource Laboratory."

The CERL office, located in Room 210 of the Buzzard Building (formerly the Laboratory School) on the EIU campus, offers many services to schools, teachers, parents and the students.

One of the main services CERL offers is workshops for the school districts belonging to EISDC.

The workshops are conducted to acquaint the teachers with national, state and local career education programs in addition to providing resource aids for the implementation of local programs.

"The material we can supply through our career education [illegible] are only as good as the [illegible] and follow through," Mrs. Sanders explaining the workshop.

The workshops, a half-day program for each school district, bring together all the elements of career education beginning with career awareness, career orientation and exploration to career preparation and work experience.

In addition to the workshops, CERL also supplies the participating school systems with a "Yellow Pages of Community Resources." The booklet lists names of businesses and industries which will accept and conduct field trips, give demonstrations and speeches for [illegible] interested in their [illegible] or supply other services. The information is [illegible] in a loose-leaf folder so it can be updated as community interest grows.

"Career education has to be a combined effort of the home, school and community," Mrs. Sanders said. "The opportunity for businessmen to tell students of their experiences will bring the schools and community closer together."

"We can provide the schools with the type of career information that the schools don't have time to gather," said Sue Long, project assistant.

The career education programs are implemented in the elementary and middle grades as well as high school classes.

"The programs help the young students relate to the community," Mrs. Long said. "It teaches them that people don't play all day long."

Some of the various kits available through the resource laboratory include career games, career books and video tapes of the duties involved in various occupations.

CERL also provides a monthly newsletter to keep the school districts aware of trends in career education. The letter gives teachers ideas on implementing career education within their classes in addition to providing a forum for any ideas the teachers design for themselves.

As a means of providing direct communication with teachers, CERL has established a "Hot Line." Anyone desiring help with Career Education Units may call the CERL office, (217) 581-5524.

CERL was also helpful in establishing a Computerized Vocational Information System (CVIS) at Charleston High School. The computer terminal, designed for students in grades 9 to 12, lists job opportunities in the Charleston area. The jobs are listed within eight classifications including service, business, organization, technology, outdoor, science, general cultural and arts and entertainment. Under each classification the jobs are keyed according to the amount of training necessary to enter the field.

Career Lab For 29 Schools To Be at EIU

Charleston

Eastern Illinois University has been awarded a $59,000 grant from the [illegible] Research and Development Unit of the Division of Vocational and Technical Education to implement a Career Education Resource Laboratory Project.

The Career Education Resource Laboratory, developed this past year, is a School of Education project that serves 29 school districts in Clark, Coles, Cumberland, Douglas, Edgar, Effingham, Fayette, Jasper, Moultrie and Shelby Counties.

Services will include mini-workshops in career education, a Yellow Pages of Community Resources, a monthly newsletter, consultant and technical assistance and a display of resources and materials.

There will also be a demonstration center for the Computerized Vocational Information System at Charleston High School and a "hot-line" from area schools to the Career Education Resource Laboratory.

The Laboratory will be in the former library of the Buzzard Laboratory School at EIU in Charleston.

CAREER EDUCATION RESOURCE LABORATORY